CIEE Global Institute – London

Course name: Family, Schools and Child Development
Course number: (GI) PUBH 3004 LNEN / PSYC 3001 LNEN
Programs offering course: Open Campus
Open Campus Track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description

In this course, students will gain insight into a variety of approaches to ensuring that children grow up healthy and with opportunities to become contributing members of society. The historical roots, current issues, and future challenges related to children’s well-being are addressed in this course. Students gain diverse knowledge and form opinions on a broad spectrum of related topics, including family life, the influence of the turbulent 20th century on youth and education, regional and national differences in educational systems, preventive youth health care, public policy on social services and divorce support, parental leave, and day care provision. Students will also learn about alternative educational approaches, such as those developed by Maria Montessori, Rudolf Steiner, Célestin Freinet, and A. S. Neill. Site visits to relevant museums / exhibitions will deepen students’ theoretical learning. The course will incorporate guest talks in order to foreground the place of family, schools and child development across European societies and cultures.

Learning Objectives

By the end of the course, students will be in a position to:

● Contextualise the historical roots of British family and youth culture and the educational system
● Demonstrate knowledge of current British views and policies on child care, parenting and education
● Recognise the importance of empathy and transparent accountability in health care discussions and settings
● Compare approaches to youth policy in Britain, Europe and the US and critically assess these different approaches while analysing the complex relationship between child development and cultural context
● Communicate awareness of future challenges concerning child development and debate possible solutions or new approaches

Course Prerequisites

None.
Methods of Instruction

This course is taught through interactive lectures, a guest lecture, discussions and small group or individual assignments. Audiovisual material and site visits in London will be used to augment the learning experience. Students will be expected to take copious notes during site visits in order to include details on later assignments.

Assessment and Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Family Outreach Group Project</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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TOTAL: 100%

Course Requirements

Presentations

Students must conduct a 15-minute presentation in small groups on one of the themes discussed. They may use other audiovisual equipment such as a film.

Family Outreach Group Project

Students are required to design a project that seeks to contextualise the relationship between family, schools and child development in a London context. As part of this project, students will learn about the importance of ethical guidelines and accountability processes for projects that are framed as outreach projects.

Midterm Exam

All students will be required to take a multiple choice exam in order to measure their development midway through the course.

Final Paper

A 7-page final paper is required. This paper must be an in-depth analysis of one of the topics discussed in class. All papers are research papers and must therefore have proper annotation.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course.
Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1
Introduction to ‘Family, Schools, and Child Development’
Class 1:1 This week’s session introduces the current youth policies in the UK context. We will focus in particular on the current debates surrounding the role of youth policies in schools and institutions and we will ask what is unique about the UK context.

Readings: Willis, 1977

Week 2
The History of British Family Life
Class 2:1 Lecture: This class we explore the history of modern British family life via discussions of the following eras; Pre-Georgian, Empire, First and Second World War, Cold War, the post-Cold War era. We will particularly focus on how the 19th century Victorian context has profoundly shaped current conceptions of children needing to be protected.

Film Showing: we will watch the 2000 film Billy Elliot to see an example of representations of childhood in northern England in the 20th century.

Class 2:2 Assignment: Presentations Due

Class 2:3 Site Visit: The Foundling Museum

Readings: Ayre, 2001

Week 3
A British Childhood
Class 3:1 Lecture: This class we concentrate on the debates surrounding British childhood in the post-World War Two context. We specifically focus on the emergence of the British Welfare State, maternity and parental leave, day care provision, women's employment, preventive youth health care in the United Kingdom as well as discussing other European contexts.
Class 3:2  **Assignment:** Mid-Term Exam

**Readings:** Jenkins 1982, Guldberg, 2009, Mark Cieslik and Donald Simpson 2013

**Week 4**  **Deviations and Problems While Growing Up: The British ‘Answer’**

Class 4:1  **Lecture:** The fourth week will be devoted to the debates surrounding socio-economic and ethnic differences, gay parenting, divorce, foster care, and child abuse. We will particularly focus on how debates over the last ten years have focused on integrating schools, police records and hospital reports in order to ‘protect’ children in the most effective way.

Class 4:2  **Guest Speaker**

Class 4:3  **Site Visit:** The Hunterian Museum

**Assignment:** Family Outreach Projects Due

**Readings:** Eileen Munro, Ian Shaw et al., K. Broadhurst et al.

**Week 5**  **Education in the United Kingdom**

Class 5:1  **Lecture:** This class we focus on debates surrounding the educational system, regional approaches to education across European contexts and the philosophy of education.

Class 5:2  **Site Visit:** V&A Museum of Childhood

**Readings:** OECD PISA results 2013, Melnik 2008

**Week 6**  **Challenges, Summary, and Discussion**

Class 6:1  **Lecture:** The class will be dedicated to some of the global debates surrounding childhood and youth policy such as bullying, violence and high school knife crimes, drugs and alcohol abuse among teenagers, social media, and youth cultures in a globalizing world.

Class 6:2  **Guest Speaker:** Guest talk on Attachment Theory

**Assignment:** Final Papers Due

**Readings:** OECD PISA results 2013, Field 2005, Shonkoff and Bales 2011
Readings

Ayre, Patrick, “Child Protection and the Media: Lessons from the Last Three Decades”, British Journal of Social Work (see website details below for access)


K. Broadhurst, D. Wastell, S. White, C. Hall, S. Peckover, K. Thompson, A. Pithouse and D. Davey, Performing “‘Initial Assessment’: Identifying the Latent Conditions for Error at the Front-Door of Local Authority Children’s Services”, British Journal of Social Work (see website details below for access)

Richard Jenkins, Hightown Rules: growing up in a Belfast housing estate, National Youth Agency, 1982

Eileen Munro, “A Systems Approach to Investigating Child Abuse Deaths”, British Journal of Social Work (see website details below for access)

Paul Willis, Learning to Labor: how working class kids get working class jobs, Columbia University Press, 1977


Alan Rushton and Jack Nathan, “The Supervision of Child Protection Work”, British Journal of Social Work (see website details below for access)


Online Resources

http://www.oxfordjournals.org/our_journals/social/childcare_articles.html
http://www.family-action.org.uk/
http://www.educationengland.org.uk/history/
www.savethechildren.org.uk/uk-child-poverty

Recommended Readings


